**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 6.EE.3**  **The Envision Lesson: Topic 2-3: Order of Operations** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? | Order of Operations  Exponents |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:  *Review What You Know*   * *Interactive Math Stories*   Math Journaling  *Spiral Review*   * *Problem of the Day*   *Going Digital* | Choral Responses  Partner Responses   * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   **Parentheses, Exponents, Divide, Add & Subtract**  **PEMDAS**  **Please Excuse My Dear Aunt Sally**  **Purple Elephants Marching Down the Street**  **Have kids make their own saying to remember the rules.**  Vocabulary: **Order of Operations, Exponents**  **Order of Operations:**  **Rules describing what sequence to use in evaluating expressions.**   1. **Evaluate within grouping symbols.** 2. **Do powers or roots.** 3. **Multiply or divide left to right** 4. **Add or subtract left to right.**   **Exponents:**  **The number that tells how many equal factors there are. (The little number to the upper right of the big number. 5^3)**  **Use the Frayer Model to Define, Model, and give Examples and Non-Examples**   1. How will you provide multiple opportunities for vocabulary to be used in context?   **Think-Pair-Share; Math Journaling; Choral Responses; Review often during lesson.** | Choral Responses  Partner Responses  Written Responses   * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need?   **Individual White Boards**  **Math Journals**  **Worksheets: Reteach, Practice, Enrichment 2:3**   1. Will each student have enough materials to model the problems?   **-If they do not, will you have them pair up or adjust the problems?**   1. Where will students record their work during this phase of the lesson?   **Math Journals**   1. How will you check for understanding during this phase of the lesson?   **Calling on students, checking white boards, checking journals, having students come to the board to share their work.**   1. Will you use the *Extend?*   ***Yes (Use page 46B in topic 2 – bottom of page)***   1. Will you use the *Link to Investigations*? **No** | Choral Responses   * Partner Responses   Written Responses  Paper  Math Journal  Individual Whiteboards  Student page from the topic pouch  Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:  ***Visual Learning Animation* (on-line or CD)**   * + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*.   **Reteach worksheet 2-3**   1. Where will students record their work? **On Worksheet and/or Math Journals** 2. If most students are struggling during this phase of the lesson, what will you do?   **Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.**   * + Use lessons from *Meeting Individual Needs.*   + Use the *Differentiated Instruction: Intervention* lesson.  1. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? **Yes** | Choral Responses  Partner Responses  Written Responses  Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? **Even Numbers on pg. 37 (correct as a class); Practice and Enrichment 2-3 (for collecting, checking for understanding, and grading).** 2. Where will students record their work? **Paper and journals** 3. Will you collect, grade and record the independent practice? **Collect and grade** 4. How will you check for understanding? **Calling on students to share; correcting and giving feedback.** 5. If students do not finish the problems assigned for independent practice, will these problems be homework? **Yes, unfinished work will be homework and due the next day.** | * Choral Responses   Partner Responses  Written Responses   * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  PLC/Grade-Level common formative assessment  ***Quick Check* (in *Teacher Resource Masters)***   * + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   ***Free-Response Test***   * + *Performance Assessment*   + CBM-Math   **PLC/Grade-Level common formative assessment**   * + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   Online games from *Envision Digital Premium*     1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:  Finish *Independent Practice* and/or *Problem Solving* assignment   * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Yes 2. Will you discuss homework? Is so, when? Yes, as a review the following day. | |